

London East Learning and Skills Council Annual Plan 2005-06

September 2005

Of interest to National, Regional and
Local Learning and Skills Colleagues

Annual Plan 2005-06



Leading learning and skills

Annual Plan 2005-06

Local Office	London East
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Foreword

Our Annual Business Plan for 2005-06 comes at an important time for the Learning and Skills Council London East. The Plan takes forward the task of making the education and training offer much more responsive to employer demand and of offering real choice to learners and local communities. It sets out our direction, although in draft form until budgets and targets have been finalised.

Central to the Plan is how we will take forward the outcomes of the Strategic Area Review of post 16 learning provision in London East. The process started in autumn 2003 and culminated in formal consultation of London East stakeholders during autumn 2004. We are pleased that the Strategic Proposals in the Review have met with substantial support from consultees; the Annual Plan outlines how we intend to implement them.

The London East area is very diverse and we continue to deepen our understanding of its many challenges and opportunities. We have a range of developed and emerging strategies that address the needs of local residents and employers. Whilst the national target of 750,000 learners achieving Skills for Life qualifications has been met, there remains a continued and growing need for this type of provision in London East, in particular, English for Speakers of Other Languages (ESOL). A priority for LSCLE is to increase the percentage of Skills for Life provision leading to recognised qualifications.

Thames Gateway, the largest regeneration project in Europe, enables us to forge collaborative relationships with our neighbouring LSCs with whom we share the ambition of creating sustainable communities for local people. London's successful 2012 Olympic bid offers the potential of even greater investment and employment opportunities than that already planned for the Gateway.

Our focus for the coming year is to ensure learning is directly responsive to meeting the needs of employers. Thus, we will work with the London Development Agency (LDA) to support Ford in upskilling its workforce to underpin its major capital investment at the Dagenham plant. Over 1,800 employees will be trained, safeguarding local residents' jobs.


The Employer Training Pilot, Profit from Learning, has had significant success in engaging Small and Medium Enterprises (SMEs) through a more flexible approach to training delivery and we will be looking to build upon this good practice as we prepare for the national roll-out in 2006-7.

LSC London East has reorganised to meet these challenges, creating a dedicated Employer Engagement and Skills directorate and restructuring our provider relationship managers into Borough based teams. This approach has enabled us, for example, to support the London Borough of Greenwich in developing its innovative Local Area Agreement, an element of which is delivery of Level 3 qualifications in priority sectors.

Working closely with our fellow London LSCs and other strategic partners, we will play a full part in the Regional Skills Partnership.

We have set ourselves a challenging but undoubtedly exciting agenda; we look forward to engaging with all our partners and stakeholders to achieve the objectives outlined in this plan.

Ken Coello (Chair)



Vivien Cutler (Executive Director)



Executive Summary

A three-year vision

LSC London East envisages a three-year period of increasing collaboration between partners that will result in the provision of clearly-signposted, high quality learning that raises individual achievement, enhances business competitiveness and meets the needs of a diverse community.

Over this period, we will design the learning offer to take advantage of the unique opportunity presented by the planned major regeneration projects within the Thames Gateway.

By the end of the period, we intend that employers will benefit from an infrastructure that is more responsive to their needs and that all learners will be better able to fulfil their aspirations through the range of learning available.

Young People

London East has progressed its pioneer work in linking together various initiatives to create a learner entitlement for all young people. Following wide consultation, we have adopted a 14-19 Strategy and worked with other London LSCs to develop the concept in a regional context.

This entitlement will put in place a broad curriculum that links the vocational and academic routes and leads to employment opportunities and Higher Education. The strategy aims to create strong vocational pathways in the Sector Pilots of Transport and Logistics, Science and Health, Creative and Cultural, Construction and the Public Sector from September 2005.

Our Strategic Area Review has been well received and our approach to meeting the varied needs of this most diverse of LSC areas is one of borough-based implementation plans with clear articulation of a learner entitlement for young people throughout our area

The Work Based Learning (WBL) offer is a key component of this entitlement and we expect our strategy of forming WBL providers into strategic partnerships to transform the quality and breadth of the vocational offer.

We have exceeded our contribution to the original PSA target of 2,263 for Apprenticeships in 2004-05. However, we recognise that the number of young people achieving qualifications is not sufficient and have set ourselves a challenging target of increasing this by 10 percentage points in 2005-6.

We are aware of the challenge of responding to the trend of rising numbers of young people and have identified the need to redirect resources from poor-performing provision, and perhaps to seek reduction in other areas.

Adults

In 2004, LSC London East exceeded its target of 33,239 adults achieving basic skills target qualifications by 8%. However, the target of 57,100 by 2007 is expected to be more difficult to reach. Demand for Skills for Life provision exceeds

supply, particularly for ESOL, and the challenge is to increase the proportion of provision that contributes to the extended target.

Raising the skill levels of adults and providing them with high quality information and advice services are vital if they are to contribute effectively to the local economy. LSC London East's Council has approved the Adult Learning and Employment Skills Strategy. It offers a long term vision for improving the chances of local people and businesses to prosper from the forthcoming regeneration opportunities in the Thames Gateway. This work complements our strategy for the Voluntary and Community Sector, which aims to ensure that this vital sector plays its part in meeting the needs of local communities.

Responsiveness

Employer engagement has been identified as an area of weakness and we have created a new Director post to lead on this vital area, strengthening our strategic grasp. A key element of this new role will be to work with providers to set challenging employer engagement targets.

LSC London East is the London lead for developing skills in the Manufacturing sector with Science, Engineering, Manufacturing Technologies Alliance (SEMTA), responding to this pathfinder Sector Skills Agreement. A good example is the work we are undertaking to raise the skills of workers employed at Ford Dagenham to consolidate the new capital investment being made there.

London East is confident of achieving its ETP cumulative target of 1,700 employers and 17,000 learners by March 2006 and looks forward to the extension of the programme, which has already brought invaluable experience of working with employers and has been a successful vehicle for delivery of the Level 2 target."

London East also continues to lead off the On-Site Assessment and Testing (OSAT) pilot programme for the Construction industry.

Quality, Equality and Diversity

We will build on the successful inspection grades of our providers to further improve the quality of provision, leading to an increase in success rates.

Through our Equality and Diversity Impact Measures we will address gender-stereotyping, differential achievement rates for different ethnic groups and the participation of learners with learning difficulties to promote social inclusion. Specifically, we will address the gender-imbalance in Construction through work with the CITB flagship project.

As strategic purchasers, we will use the processes defined in the LSC Business Cycle to identify and replace consistently poorly performing areas of provision. Fortunately, only 7.6% of learners in Further Education are in inadequate provision. However, this disguises areas of learning within individual providers that are not satisfactory. Where a provider is failing, we will provide intensive support.

Learners with Learning Difficulties and Disabilities are not as well served as we would wish. There is a significant legacy of LSC as a purchaser of existing specialist residential provision, rather than as a developer of inclusion within local provision. As a result, too many learners may not be receiving support in their own community. Through the coming year we will actively participate in a review of LLDD needs and current provision with the intention of meeting needs closer to the learner's home. This and other equalities issues will be considered in a regional context.

Thames Gateway

Nationally and regionally, the LSC is working closely with central government, local government, Regional Development Agencies, Government Offices, Jobcentre Plus, higher education and other partners to deliver the regeneration of the Thames Gateway. By 2016 a capital investment of £16bn should provide at least 120,000 new homes, new transport links, 190,000 additional jobs and the social infrastructure needed for sustainable communities in the area.

The 3 local offices of the LSC – Essex, Kent & Medway and London East – currently invest some £525 million per annum in the skills of young people and adults to ensure that they can take advantage of the opportunities that this regeneration presents.

Over £2.5 million has been invested in eight CoVEs that were approved for development in London East during 2004-5. These will build on the existing network of nine CoVEs and support the skill needs at Level 3 within the Thames Gateway priority sectors.

In 2005-06, we will work with our partner LSCs to develop Skills for Communities Action Plan that will enable the residents of the Thames Gateway area to access the job opportunities made available by the regeneration activity.

Strategic Priorities

National Priorities

The LSC's Annual Statement of Priorities published in December 2004 sets out what needs to be done to support the delivery of world-class learning and skills. Our priorities are to:

1. Make learning truly demand-led so that it better meets the needs of employers, young people and adults.
2. Ensure that all 14-19 year olds have access to high quality, relevant learning opportunities.
3. Transform Further Education so that it attracts and stimulates more business investment in training and skills development.
4. Strengthen the role of the LSC in economic development so that we provide the skills needed to help all individuals into jobs.
5. Strengthen the LSC's capacity to work effectively at a regional level – particularly with Regional Development Agencies and Regional Skills Partnerships.
6. Improve the skills of workers who are delivering public services.

Government has set challenging skills targets that we are committed to delivering - directly and by influencing the activities of our partners. In supporting these priorities nationally, the LSC plans to deliver against the following targets:

For young people:

- Increase the proportion of 19 year olds who achieve at least Level 2 (equivalent of 5 GCSEs) by three percentage points between 2004 and 2006, and a further two percentage points between 2006 and 2008. Contributing to this, the LSC aims to deliver 23,000 additional 19 year olds at/above Level 2 in 2006 compared to 2004

For apprentices:

- A performance indicator for apprenticeships has been developed. By 2008, the number completing their apprenticeship will have risen by three quarters.

For adults:

- Improve the basic skills of 2.25 million adults between 2001 and 2010, with a milestone of 1.5 million in 2007 of which the LSC plans to fund at least 1.4 million directly.
- Reduce by at least 40 per cent the number of adults in the workforce who lack an NVQ Level 2 or equivalent qualifications by 2010. The LSC will lead on ensuring the delivery of this target through its own funding and contributions from others.

We will also work with key partners to contribute to their efforts to:

- Increase the proportion of young people and adults achieving a Level 3 qualification. These targets will be set regionally to reflect the priorities of regional skills partnerships and regional skills needs
- Reduce the proportion of young people not in education, training or employment by two percentage points by 2010
- Increase participation in Higher Education towards 50 per cent of those aged 18 to 30 by 2010.

Our planned local contribution to the delivery of these targets is summarised in Annex A.

The LSC priorities are set within the context of three key policy drivers that will inform and shape the direction of the work we undertake. They are:

14-19 White Paper

The LSC welcomes the 14-19 White Paper's focus on the needs of the learner and the importance of providing stretch and encouragement for all young people. Critically, it recognises the part employers will play in shaping provision and in providing more opportunities for work-related learning and work experience. The LSC will support these reforms by providing leadership, nationally, regionally and locally and by expanding on the excellent work already being provided in the 14-19 arena and by continuing to develop strong partnerships with the organisations that have direct contact with young people. 14-19 and collaborative developments are strong features of our plan for 2005-06.

Skills Strategy

The LSC will work with its key partners nationally, regionally and locally to ensure the effective implementation of the Government's Skills Strategy. A key element of this will be the National Employer Training Programme (NETP) that will offer employers hassle-free access to their skills needs. Building on the success and experience of the LSC's Employer Training Pilots, NETP will provide employers with solutions that address access to high quality learning provision at Level 3 and above and to short bespoke courses, and, where appropriate, support for basic skills and Level 2 provision. A comprehensive skills brokerage service, led by the LSC, will ensure that employers receive high quality and impartial advice that is designed to have a positive impact on their bottom line.

Agenda for Change

The LSC's agenda for change encompasses a wide range of activity to transform the FE sector. We recognise that there are significant strengths in the sector, but also major issues to tackle. We need to work together with all of our providers to respond to the challenges that we face so we are able to meet the vision for the future laid down by our own Annual Statement of Priorities, and the 14-19 Strategy, the Skills Strategy and Success for All. The LSC's agenda for change will strengthen the sector's ability to respond to the needs of local learners, employers, the economy and the communities we serve. To do so, we are committed to transforming six key areas of work: skills and employers; quality; funding; efficiency; data and reputation.

Regional Priorities

The London Regional LSCs published a statement of priorities in January 2005. A copy of the document can be found at www.lsc.gov.uk. Having undertaken an extensive analysis of London's needs, and consulted with our partners, it has been agreed that within the national priorities, the key actions we will take in support of our priorities are:

1. **Make learning truly demand-led so that it better meets the needs of employers, young people and adults**

- Work with groups of employers, SSCs, Business Link for London and Trade Unions to deliver specific programmes of activity for the major sectors in London on a theme or sector basis. Examples include the FRESA Construction Flagship and the Thames Gateway. [See Headline Activity B1, C1]
- Develop Entry to Employment, Employer Training Programmes and Apprenticeships to better meet the needs of London's employers. [A1, A2, B2]
- Ensure that the balance of provision reflects London's unique set of skills priorities. [B1, C8]
- Deliver the four pilot Sector Skills Agreements in collaboration with the SSCs and continue to work with other skills councils as they develop their requirements. [B1]
- Work with the Association of Colleges, Association of Learning Providers, work-based learning networks, Adult and Community Learning and the voluntary sector to engage them fully in ensuring that the system is flexible and responsive to rapidly changing demand and new skills gaps. [C2, C4]
- Develop a capital strategy for FE in London to renew the FE infrastructure in ways that make it responsive to particular market segments, employers, adult learners and 16 to 19-year-olds. [C6]

2. **Ensure that all 14 to 19-year-olds have access to high-quality, relevant learning opportunities**

- Work with schools, colleges and work-based learning providers to improve retention, achievement and progression for young people aged 14 to 19, placing greater emphasis on generic skills for employability and to develop a London-wide learner entitlement. [A1, A2]
- Align priorities and resources with the LDA and other key partners to ensure that maximum use is made of public funds. [C1]
- Promote a 14-19 pan-London learner offer, and publish a London LSC 14-19 Framework to present a 'ladder of opportunity' for all young people, embracing all levels of achievement. [A2]
- Increase the number of Apprentices and extend the range of Apprenticeships to underpin the future skills needs of more sectors and occupations, providing enhanced opportunities for those young people who choose to learn at work. [A1]
- Pilot the concept of a 'September Guarantee' to ensure that all 16-year-olds have an offer of education, work or training by the September after they leave school. [A2]
- In partnership with relevant organisations, undertake a regional review of provision for learners with special educational needs to improve the range of provision within London and reduce the need for learners to study away from home. [B9]

- Support SkillCity 2005, where over 120,000 visitors are expected to attend an interactive exhibition demonstrating a range of vocational training programmes and career paths. [A2]

3. Transform FE so that it attracts and stimulates more business investment in training and skills development

- Work regionally and nationally with FE colleges on the Agenda for Change, which includes skills, employers, quality, funding, efficiency and data. [C2, C7]
- Re-energise the CoVE programme to develop higher-level specialist provision, ensuring that existing networks increase employer engagement. Establish virtual CoVEs for London's key sectors. [C2]
- Through the three-year development planning process, engage with colleges to help them attract increased investment from individuals and employers. [C2]
- Work with FE colleges to maximise opportunities for adults requiring Level 2 qualifications and opportunities for progression. [B2]

4. Strengthen our role in economic development so that we provide the skills needed to help individuals into jobs

- Contribute to key regeneration projects including Thames Gateway, Heathrow's Terminal 5, Kings Cross, the NHS new hospitals programme and the potentially successful Olympics 2012 bid. [C1]
- Develop a model for addressing the worklessness agenda with the LDA, Jobcentre Plus, the Office of the Deputy Prime Minister, Government Office for London and others. The model, which will be piloted during 2005-06, will ensure that regeneration programmes fully integrate skills programmes with employability and workforce development. It will also identify other funding opportunities for higher-level skills needs. [B6]
- Lead on tackling issues relating to the quantity, quality and nature of ESOL provision through the London Skills Commission to ensure that diverse communities are more effectively engaged in the economy and life of the city. [B3]
- Ensure that the Information, Advice and Guidance (IAG) service infrastructure is built on the achievement of the Matrix Standard and is both responsive to individual need and linked to employer requirements. [C5]
- Implement the National Employment Panel recommendations for increased collaboration with Jobcentre Plus to maximise skills development for unemployed people leading to sustained employment. We will ensure that the system is flexible and responsive to rapidly changing needs. [B6]
- The LSC will take the lead with the Prison and Probation Service and other key partners to develop an integrated learning offer for those identified as offenders in the community or in prison and ensure high quality learning opportunities with particular attention to Skills for Life and English for Speakers of Other Languages needs. [B8]

5. Strengthen our capacity to work effectively at a regional level

- Implement the principles of the protocol agreement between the LSC and the LDA. [C1]
- Play a lead role in the London Skills Commission's Regional Skills Partnership.
- Ensure that we use our resources effectively in the delivery of the London Skills Commission's regional partnership priorities. [C1]

- Align plans, priorities and funding allocations with regional strategic partners to meet the needs of the London economy. [C1]
- Develop effective and efficient LSC infrastructure and expertise, both locally and regionally. [Internal Resources]

6. Improve the skills of the workers who are delivering public services

- Develop an Apprenticeship curriculum model for the public sector in London, in partnership with LDA, Association of London Government, London Challenge, Trade Unions, SSCs and others. [B4]
- Contribute to the NHS Skills Escalator Flagship programme. [B4, C1]
- Develop a hub and spokes model for CoVEs in Healthcare, Social Care and Childcare/Early Years. [C1, C2]
- Contribute to the London Skills Commission's agenda for enhancing public sector skills development. [B4, C1]
- Work with the TUC and Union Learning Representatives in the Public Sector. [B5]
- Work with FE Colleges to enhance the skills and qualifications of their workforce. [C7]
- Contribute to the work of London Challenge in developing staff development activities within secondary education. [A3]

Local Priorities

1. **Make learning truly demand-led so that it better meets the needs of employers, young people and adults**

Meeting the needs of employers more effectively is a key challenge for the LSC and its providers.

To maximise the impact in the coming year, London East will focus on the key sectors below. These are sectors in which either significant numbers are currently employed; or there is a need to upskill the workforce; or where employment growth is forecast. This list will be continually reviewed and updated and the emphasis given to these sectors does not preclude work in other areas of regional and national significance.

- Business and Finance
- Construction
- Creative and cultural industries
- Health, care and childcare (London East is piloting an Adult Apprenticeship for the Health sector and is engaged with lifelong learning network development with FE/HE)
- Manufacturing
- Public administration (local authorities, children's services, schools and colleges)
- Retail

LSC London East will be looking for CoVE, FE Academy and specialist provision for the key sectors. As additional resources are very limited, any new provision will have to be funded at the expense of existing provision.

Cutting across all sectors are a number of themes, namely, management development and leadership, customer care and Information Technology.

London East will implement the National Employer Skills offer and support employers of all sizes through workforce skills development. We will build on the Employer Training Pilot by ensuring its continuing successful delivery. We will review best practice and identify ways of integrating activity into mainstream provision in preparation for the roll-out of the National Employer Training programme.

Following the announcement of £169m investment by Ford (America) to redevelop the diesel engine plant at Dagenham, London East will oversee the largest upskilling project in Europe. With help from the London Development Agency, LSCLE has developed a 3-year package of support including Skills for Life, Level 2/3 and assessor training.

The LSC has pledged to offer an entitlement to a Level 2 qualification for those who do not currently possess one. A major mechanism for meeting the Level 3 entitlement in regional priority areas will be the Centre of Vocational Excellence (CoVE) network which we will review to ensure it is flexible and responsive to employer needs. We shall seek alternative routes through the alignment of funding from a range of partners, such as in the Greenwich Local Area Agreement pilot.

Demand for learning from residents aged over 60 continues to outstrip supply. LSC London East will clearly identify learning for personal development safeguard as a percentage of Adult and Community Learning funds.

Following consultation with Borough-based groups, the LSCLE is committed to defining a Learning Offer for adults through the Strategic Area Review process.

2. Ensure that all 14-19 year olds have access to high quality, relevant learning opportunities

Today's young people are the workforce of the future and London East faces challenges in meeting their needs because the number of 16-18 year olds is increasing, as is their level of participation. In particular, the funding guaranteed in school sixth forms will have a significant impact on the resources available for other sectors across the area.

Meeting the needs of all young people remains a key priority. In November 2004, the percentage of young people Not in Education, Employment and Training (NEET) stood at 9.3%. We will continue to work with Connexions to achieve their target of reducing NEET by 2 percentage points by 2010.

A lack of Entry Level, Level 1 and Level 2 provision for young people has been identified. There are insufficient vocational opportunities within Work Based Learning, schools and colleges. The LSC will look to providers to address these issues using our current 14-19 Sector Pilots to foster greater collaboration.

There are significant differences within the London East area that need to be considered, particularly the shortfall of Work Based Learning provision south of the Thames in Lewisham, Greenwich and Bexley.

The Strategic Area Review process has confirmed the value of a locally delivered Young People's Curriculum Entitlement to ensure consistency and coherence. The LSC is committed to delivering this through borough-based implementation plans.

3. Transform Further Education so that it attracts and stimulates more business investment in training and skills development

A central theme of the LSC's Agenda for Change is to work with the college sector to make it more responsive and employer-driven; the experience from the Employer Training Pilot provides a basis on which to build.

The LSC and providers will increasingly need to secure funding from other sources. This will involve generating additional income from fees, especially from employer contributions. It will be more important than ever for funding to be aligned with key partners such as Jobcentre Plus and the London Development Agency. Increasingly, LSC-funded provision will need to demonstrate how it contributes directly to targets.

Providers will need to reduce areas of poor performance in order to resource successful ones. In this context, overall success rates for Work Based Learning and certain institutions are a particular cause for concern. Providers will need to continue to improve quality through self-regulation and collaboration, such as WBL

partnerships, and the LSC will align its capital resources to support quality accommodation improvement.

4. Strengthen the role of the LSC in economic development so that we provide the skills needed to help all individuals into jobs

London East is a complex area where provision must be planned in the context of both the London region and the Thames Gateway regeneration area.

During 2005-6 the Thames Gateway Directorate will:

- Identify skills priorities for key sectors
- Identify specific LSC Level 3 priorities
- Identify priorities for the mainstream Profit from Learning programme (Employer Training Pilot)
- Provide intelligence reports
- Provide estimates of future demands on LSC resources
- Review current patterns of specialist provision against future need.

The present low skill-levels of many local people require a range of learning opportunities below Level 2. This will enable residents to progress to Level 2 and beyond and access the job opportunities created in the emerging sustainable communities.

Demand for Skills for Life provision continues to increase, particularly for English for Speakers of Other Languages (ESOL), which the LSC continues to guarantee to fund.

All sectors must widen participation and improve access to learning. Providers must address the difference in achievement rates among minority ethnic groups, lone parents, men and women, disabled and able-bodied learners. In consultation with providers, we will identify impact measures for equality and diversity and use them to monitor progress.

5. Strengthen the LSC's capacity to work effectively at a regional level – particularly with Regional Development Agencies and Regional Skills Partnerships

London East is playing a full part in the well-established regional network of strategic groups. The key task of these groups is to deliver the regional priorities that require collaborative working. The Executive Director in London East leads on sustainable communities, regeneration and Higher Education. London East also has links with the HE-led Lifelong Learning Networks for Creative and Cultural industries and the Health sector.

6. Improve the skills of the workers who are delivering public services

Key sectors highlighted by London East include Public Administration and Health, Care and Childcare. We are also piloting an adult apprenticeship for the health sector and are part of the pan London work on developing a curriculum model for apprenticeships for the public sector. The development of the Local Area Agreement in Greenwich will also focus on Level 3 provision in Health, Childcare and Construction.

Market Analysis

Introduction

The London East sub-region varies greatly, with some local authority areas being among the most deprived in the country, while the City of London and Canary Wharf have unique economic status. The Thames Gateway is the largest area of regeneration in Europe and, since 70% of it falls within London East, there are significant employment opportunities on offer.

A 2001 survey by the Basic Skills Agency found that London East's 16-60 year old population had the poorest levels of numeracy and literacy in London. 26% of residents had poor literacy and 27% had poor numeracy¹.

London East has the second largest proportion of non-white residents of any LSC at 31%, all but one borough being above the national average², while the borough of Newham has the largest proportion in Britain at 61%.

Young People

By 2016, the 15 -19 population in London East is projected to increase by 17% from the 1996 base position. Growth is initially steeper than for London as a whole, but tapers off towards the end of the forecast period³. This projected growth does not take account of the impact of regeneration in the Thames Gateway. In 2001 London East had the highest proportion of 0-15 year olds in the region, the second highest proportion of any sub-region in Britain.

Black and Minority Ethnic (BME) groups form 47% of the 16-19 year old population of London East⁴. Forty-five per cent of London East 20-24 year olds are from BME groups.

In 2004, 51.5% of London East young people gained 5 A*-C at GCSE, which is 1% below the national average⁵. Six of London East's LEAs perform below the national average at GCSE and 5 of the LEAs are in the bottom quartile of all LEAs in England and Wales⁶.

In November 2004, the proportion of young people Not in Education, Employment or Training (NEET) fell to 9.6%⁷. This represented a 16% reduction from the previous figure and exceeds the target of 10.4%. The rate of reduction was above the national figure of 13%. Similar improvement was made in reducing the number whose destination was unknown to 7.3%, which bettered the national reduction to 7.5%.

The 2003 London East Connexions Year 11 Destinations Survey shows progression to post 16 education at 76.7%, an increase of 0.2% on the previous

¹ Basic Skills Agency 2001

² 2001 Census

³ Source: 2003 GLA Population Projections

⁴ ILR 2004/05

⁵ DfES 2004

⁶ DfES 2004

⁷ London East Connexions Partnership report 10/202005

year. Participation of young people in Higher Education in London East stands at 25%, the 8th worst of all LSCs in England⁸ and the lowest in London. The average for the region is 34%. However, there are large disparities between boroughs, with Barking and Dagenham the lowest at 15% and Redbridge the highest at 48%.

The 16-18 FE success rate of 63% for 2002-3 is the same as London's and 3 percentage points below the national average. The local rate has risen by 12 percentage points from 2000-1, whilst the national rate has risen by 8 percentage points in the same period⁹. Forty per cent of younger learners that left WBL programmes in 2003-4 achieved a qualification – 1% higher than the London rate but still 6% below the national average.

Young people from BME groups are under-represented in WBL provision (only 38% of 16-19 year olds). By contrast, 54% of 16-18 year old FE learners are from BME groups¹⁰. FE participation by males is relatively low at 38%.

Young People: issues and challenges

- The continued growth of the 16-18 cohort requires additional resources
- Whilst the NEET group is reducing, 'Not Knowns' continue to remain too high
- Although performance at Year 11 has risen considerably, it remains below the national average.
- Too few young people are progressing to Higher Education
- Apprenticeship completions remain too low
- Black and Minority Ethnic groups are underrepresented in WBL provision.

Adults

Over the period 1996-2016, the 20-59 population in London East is projected to increase by 20% to 2011, some 217,000 more than in 1996¹¹. The slowest growth rate areas are Bexley and Havering, with projected growths of only 5%. By contrast, Tower Hamlets has a projected growth rate of 53%. The Thames Gateway developments will undoubtedly add to this.

Forty per cent of London East's adult working age population has no Level 2 qualification, 5% higher than the national average and the highest proportion in London¹². London East contains the districts with both the highest and lowest qualification levels in the country. In Barking and Dagenham 54% of the working age population are not qualified to Level 2, the highest proportion in Britain. The figure for the City of London is only 9%, the lowest proportion in Britain.

In keeping with the needs of the local population, much of the Basic Skills provision is first steps (Entry Levels 1 and 2) and is therefore not target bearing. However, of the 69% of our basic skills provision that does not count towards the Skills for Life target, there is a significant proportion being delivered under non-accredited qualifications.

⁸ HEFCE Young Participation in Higher Education – Jan 2005

⁹ LSC Benchmarking 2002/03

¹⁰ ILR 2003/04

¹¹ (Source: 2003 GLA Population Projections)

¹² Local Area Labour Force Survey 2003

In 2003-4, there were over 53,000 enrolments with London East providers in FE funded ESOL programmes. Although this is 11% of all FE adult enrolments within the sub-region, only 19% of these enrolments were on courses that count towards the Skills for Life Target.

In 2002-3, the FE success rate for learners over 19 was 62%, 4% below the regional and 6% below the national average. Although local success rates have been improving and have climbed 7 percentage points since 2000-1, the national rate has risen by 9 points in the same period¹³. Forty-two per cent of London East learners over 19 left WBL programmes in 2003-4 with a qualification; this was 3% higher than the London rate but still 4% below the national average.

The participation of adults from BME groups in WBL is higher than for young people. Forty-eight per cent of 20-25 year old participation is from the BME population¹⁴. In FE, 50% of all resident adult learners are from Black and Minority Ethnic groups – 12% higher than the proportion of BME in the population at large.

Adults: issues and challenges

- Success rates have been improving but not as fast as national improvement
- Too much Basic Skills provision does not count towards the SfL target
- Current ESOL provision delivers too few nationally recognised qualifications
- The low proportion of adults with Level 2 qualifications requires pre Level 2 provision and restricts available resources for Level 3 progression.

Improving the quality and responsiveness of provision

Employers

The UK economy has shifted away from industry and manufacturing towards financial and business services, hotels and catering and health and social care, altering the balance of skills required by employers.

In 2002, 989,754 people were employed in London East, an increase of 6.4% on 1998. Over the same period, the number of employer establishments increased by 8.2% to 78,089.

Employment growth throughout the 1990s was mainly in Hospitality and Catering, Financial and Business Services, Health and Social Work and Education while job losses were mainly in Manufacturing, which had 26% fewer employees in 2002 than in 1998.

Although London East has a lower proportion of hard-to-fill vacancies (28.5%) than London as a whole (31.4%), the “skills gap” (less than fully competent existing staff) was higher at 17.6% than the capital’s average (16.2%). Vacancies notified to Jobcentre Plus in London East broadly follow the capital’s trend, with shortages among sales staff, transport and mobile machine operators, elementary administration and service staff.

¹³ LSC Benchmarking 2002/03

¹⁴ ILR 2004/05

Employers in all sectors across London continually highlight the importance of employability skills and the main reported skill shortages include technical and communication skills, as well as those of customer handling, team working, IT, languages and management.

In the Thames Gateway area as a whole, 194,000 new jobs could be created through regeneration by 2016. These will require skills at or above Level 3, but at present 34% of local residents are qualified below Level 2.

Currently, the higher-level skills need is met disproportionately by labour from outside the Thames Gateway area. The majority of new employment opportunities will be in office-based activities with the remainder in retail, leisure, industrial, distribution and community services¹⁵. There is also a more immediate demand for construction skills as the developments take place.

LSC London East Key Sectors for 2005-6

- Business and Finance
- Construction
- Creative and cultural industries
- Health, care and childcare
- Manufacturing
- Public administration (local authorities, children's services, schools and colleges)
- Retail

The following existing significant employment sectors will continue to need support: Transport and Logistics, Hospitality and Catering and the Voluntary and Community sector.

More than half of employer establishments in London East were involved in training in the previous 12 months¹⁶, but only 4 in 10 sessions were the result of a training plan. The most common forms of training were job specific, or related to induction, new technology or health and safety. Yet FE establishments provided the training in only 22% of cases. The main users of FE establishments were businesses employing fewer than 5 staff.

Providers

At present, Centres of Vocational Excellence (CoVEs) in the London East area cover Health and Care, Construction, Information and Communication Technology, Automotive Engineering, Accountancy and Finance, Textile Manufacturing and Railway Engineering.

Other CoVEs are under development in Childcare, Domiciliary Care, Hospitality and Catering, Business Administration, Services and Support, Digital Technology and Tourism.

¹⁵ Thames Gateway Skills Audit, LSC, 2005

¹⁶ 2003 National Employers Skill Survey (NESS)

London East has two Beacon providers, Lewisham College and Christ the King Sixth Form College, which account for 11.6% of learning provision¹⁷. The figure for learners in inadequate FE provision is relatively low at 7.6%, though this disguises inadequacies within providers in specific areas of learning.

Quality and responsiveness of provision: issues and challenge

- Learners may sometimes be in areas of inadequate provision in specific areas of learning although the college's overall rating is acceptable.
- Future skill needs are forecast to occur at or above Level 3
- Skills shortages and skills gaps identified by research often cross sectors.
- FE colleges have an opportunity to meet more of the demand for learning required by employers.

¹⁷ 13,965 of 120,984 learners

Headline Business Activities

Young People - Improving the participation and achievement of young people			
Key Actions in response to LSC priorities	Summary of local activity	Key outcomes / measures of success	Resources
Context: LSC will need to take account of the requirements of the forthcoming White Paper.			
A.1 Widen the choice of stronger vocational routes for young people, including the participation and completion of those undertaking Apprenticeships. [Link to National Priority 2b, 2c]	<ul style="list-style-type: none"> - Develop stronger vocational pathways as part of the YP entitlement through Young Apprenticeships, 14-16 Increased Flexibility, Pathfinders and Education Business Link. 	<ul style="list-style-type: none"> - 25 Young Apprenticeships commence in September 2005 - 653 14-16 Increased Flexibility learners complete in July 2005 with 218 achieving GCSE Level 2, 218 a VRQ/NVQ at Level 2 and 490 progressing to FE or training - 270 professional development outputs - 8,900 work experience outputs - 2,500 work-related learning outputs - 22,580 EMA applications processed in year 	£91.5k YA £850k IF £180k EBL £550k EBL £EMA
	<ul style="list-style-type: none"> - Promote new curriculum options through:- - 14-19 Sector Pilots in Transport and Logistics (Bexley), Science and Health (Tower Hamlets), Creative and Cultural/Construction (Havering), Construction (Greenwich) and Public Sector (Lewisham) - ESF programmes "Testbed 2" (Newham) and "Cultural and Creative" (Barking & Dagenham) 	<ul style="list-style-type: none"> - 550 14-19s participating in 5 new pilots from September 2005 - Joint planning arrangements in place to remodel local vocational offers focused on pathways 	£1.4 m TEC Legacy (to December 2006) £490kESF
	<ul style="list-style-type: none"> - Work with providers and employers to identify and overcome barriers to Apprenticeship completion. 	<ul style="list-style-type: none"> - Increase Apprenticeship completions to 39% (Framework only) 	£Staff
	<ul style="list-style-type: none"> - Increase pre-e2e and e2e provision and progression to positive outcomes through work with Connexions. 	<ul style="list-style-type: none"> - 415 pre-e2e starts available by May 2005 - Increase e2e progression by 5 percentage points from 46% to 51% 	£1.5 m ESF £7.9m e2e
	<ul style="list-style-type: none"> - Increase Level 1 and Level 2 provision, in a broader range of vocational areas, through 3-Year Development Plans. 	<ul style="list-style-type: none"> - Increase Level 2 provision by 5.1% from 9,642 to 10,134 - 1% increase in Level 1 and 2 provision 	£FE £WBL

Young People - Improving the participation and achievement of young people			
Key Actions in response to LSC priorities	Summary of local activity	Key outcomes / measures of success	Resources
A.2 Guarantee 16-18 year olds a suitable learning opportunity, including the development of a more coherent phase of learning for 14-19 year olds. [2a]	<ul style="list-style-type: none"> - Ensure that sufficient places are available for the 16-18 client group in Further Education, Work Based Learning and school sixth forms to meet the Level 2 target at age 19. 	<ul style="list-style-type: none"> - Connexions supported in reaching their target for reduction of NEET by 2% by 2010 - Pilot the September Guarantee (500 learners with 300 moving into education, employment or training) - 28,415 16-18 year olds in learning (22,836 FTEs) - 4,058 WBL places - 18,103 schools places 	£Staff £30k LID £105m FE £13.4m WBL £93m Schools
	<ul style="list-style-type: none"> - Promote a pan London 14-19 learner offer and publish a London LSC 14-19 Framework to represent a “ladder of opportunity” for all young people embracing all levels of achievement, including Learners with Learning Difficulties and Disabilities (LLDD) 	<ul style="list-style-type: none"> - Pan London offer revised by Q1 following consultation - Pilots operational by September 2005 	£Region
	<ul style="list-style-type: none"> - Complete the reconfiguration of WBL delivery through the establishment of the new partnerships, ensuring that there is effective coverage, particularly in the area south of the Thames 	<ul style="list-style-type: none"> - Formal WBL Partnership contracts in place August 2005 - The WBL provider association (LETA) reconstituted. - Gaps in WBL provision identified and new proposals developed 	£968k TEC Legacy
	<ul style="list-style-type: none"> - Support SkillCity by contributing to shape and prepare the event as well as contribute to its implementation. 	<ul style="list-style-type: none"> - Contribution made towards attendance by 120,000 visitors 	£Region

Young People - Improving the participation and achievement of young people			
Key Actions in response to LSC priorities	Summary of local activity	Key outcomes / measures of success	Resources
A.3 Encourage more collaboration amongst schools, colleges and training providers and closer working with employers. [2d]	<ul style="list-style-type: none"> - Ensure that local delivery plans show how joint planning arrangements will engage all providers in making the Learner Entitlement available to the client group - Develop an Action Plan in conjunction with the LEA to address weaknesses identified in the Tower Hamlets Area-Wide Inspection report 	<ul style="list-style-type: none"> - All providers (including new WBL partnerships) contribute to delivery plans that lead to common timetables and shared prospectuses. - Funding secured and Action Plan agreed within 6 months 	<p>£750k LID</p> <p>£350K AWI</p>
A.4 Progression to Higher Education in support of the PSA target. [-]	<ul style="list-style-type: none"> - Build progression pathways into HE from Apprenticeships to HND and Foundation degrees in conjunction with Aimhigher partnerships and CoVEs in FE/HE institutions 	<ul style="list-style-type: none"> - 25 apprenticeship graduates start on Foundation Degree or HND course by September 2005 	£
	<ul style="list-style-type: none"> - Continue to promote progression into Higher Education with partners on AimHigher Area Management Group 	<ul style="list-style-type: none"> - Contribute to national targets for participation in Higher Education (HE). Actions to be agreed with AimHigher. 	£HEFCE AimHigher

Adults – Raising the level of skills			
Key Actions in response to LSC priorities	Summary of local activity	Key outcomes / measures of success	Resources
Context: Pathfinder Sector Skills Agreements (SSAs) exist for Construction, E-Skills, Skillset and SEMTA. In our key sectors, an SSA is being developed for Health and Social care.			
B.1 Implement the initial priorities contained in Sector Skills Agreements. [1d]	- Agree priorities in respect of published Sector Skills Agreements (SSAs) and the public sector under the guidance of the Regional Skills Partnership.	- Automotive Academy Spoke developed and BIT qualifications offered - Screen Academy proposal developed - One-stop shop for Construction developed - Good practice spread in terms of employer clusters and forums - ITQ initiative taken forward with CoVE involvement	£Staff
	- Continue to lead on the regional OSAT Pilot due for completion in August 2005	- 750 Cumulative completions across London by March 2006.	£Staff
B.2 Look to extending the Level 2 entitlement and increase the numbers of adults participating on first full Level 2 (and 3) provision. [1e]	- Ensure that providers' 3-year Development Plans offer appropriate and sufficient contributions towards the Level 2 and Level 3 targets while maintaining such pre-level provision as is needed to maintain access.	- Plans target learners requiring a first full Level 2 qualification or a Level 3 in key sectors - Sufficient matching pre-Level 2 provision contracted	£Staff £FE
	- Deliver L2 targets under ETP "Profit from Learning" (PfL) through main partners	- 1,700 employers engaged (cumulatively from beginning of project); 17,000 learner starts at Level 2 (cumulative); - 80% of learners complete by 06/07	£8.4 m ETP
	- Working with providers, pilot measures to convert ETP Level 2 learners to Level 3.	- 200 Level 3 starts, 100 completions	N/A
	- Assess the number of staff at Ford that require Skills for Life, a first Level 2 or Level 3 qualifications.	- Assessment completed by July 2005 - 50 Skills for Life and 100 Level 2 qualifications achieved by March 2006 - 500 initial assessments; 350 Level 2 starts; 36 Level 3 starts; 400 Basic Skills starts by March 2006.	£500k Regional Skills Fund £400k LID

Adults – Raising the level of skills			
Key Actions in response to LSC priorities	Summary of local activity	Key outcomes / measures of success	Resources
B.3 Deliver the 'Skills for Life' strategy for tackling numeracy and literacy skills, including prioritising basic skills training that leads to a qualification and improving completion rates. [4c]	- Ensure progress towards overall 2007 Skills for Life (SfL) targets is on track	- Current provision reviewed and providers agree to milestones within their 3-year Development Plans that will achieve target within three years - Providers effectively promoting Skills for Life to existing learners as a tool to aid progression - Issues relating to courses currently classified as "Other" resolved	£FE
	- Ensure provision for English for Speakers of Other Languages (ESOL) relates to approved qualifications and contributes directly to national targets.	- 65% of provision in approved qualifications from September 2005 - 60% of provision contributing to targets from September 2005	
B.4 Increase skills development activities within the public services workforce, particularly those in the health and care sector, local authorities, children's services and schools and colleges. [6a]	- Pilot L3 Adult Apprenticeships with partners in the Health <i>and</i> Social Care sector ¹⁸ and continue with the implementation of the national pilot for school support staff.	- At least 163 adult Apprenticeships across Early Years, Health & Social Care to complete between June 2006 and January 2007; - 20 learning mentors to achieve Level 3.	£592k AA
	- Respond to "Every Child Matters" by meeting our share of the national target for 130,000-150,000 staff in childcare, early years and play work possessing Level 2/3 skills (January 2003- December 2006)	- 5,000 Level 2/3 delivered by December 2006	£1m ESF (over 2½ years)
	- Support a Local Area Agreement in the London Borough of Greenwich to deliver Level 3 qualifications in childcare, health and construction	- 70 Level 1, 20 Level 2 and 20 Level 3 achievements in childcare qualifications	£200k ESF

¹⁸ NHS London East Strategic Health Authorities, South East London Workforce Development Confederation, sector Skills Council for health and Training Organisation for the Personal Social Services (TOPPS) Learning and Skills Council

Adults – Raising the level of skills			
Key Actions in response to LSC priorities	Summary of local activity	Key outcomes / measures of success	Resources
	<ul style="list-style-type: none"> - London LSCs are working with key partners to develop an enhanced curriculum model for apprenticeships in the public sector in London. They are developing an initial 12 month pilot programme to address the issues of recruitment and an ageing workforce in the sector. The objective is to make this an attractive proposition to young people, adults, parents and employers, to increase the number of places available and to improve take-up generally, specifically from groups under-represented in apprenticeships. 	<ul style="list-style-type: none"> - An increase in the number of places available; improved take-up generally and specifically from 16-19 age groups under-represented in the sector. - Develop a strong positive brand and an enhanced delivery approach to raise the profile of career opportunities and progression for young people within the public sector. 	£Region
B.5 Work with Union Learning representatives to boost the demand for learning, especially literacy and numeracy. [4d]	<ul style="list-style-type: none"> - Contract with SERTUC to develop the capacity of Trade Union Learning Representatives (TULRs) in the public and private sectors to deliver Skills for Life training 	<ul style="list-style-type: none"> - 104 trained in 2005-06 (all sectors). - 4 Pan London Conferences/ Seminars, - 15 new employer relationships established 2004- 2006 - Increase the Skills for Life Level 2 achievement to 80 by including these outputs in the SERTUC contract 	£38k WfD
B.6 Link skills training and local employment opportunities supported through the harmonisation of local planning and delivery with Jobcentre Plus. [4a]	<ul style="list-style-type: none"> - Implement a sub-regional joint business plan with Jobcentre Plus to maximise the opportunities for co-ordinated Welfare to Workforce Development by developing pathways to employment, collaborating on information and advice services for priority groups and sharing planning and performance review processes. 	<ul style="list-style-type: none"> - Key employment and skills priorities agreed - Data and information sharing extended - Joint offer to employers established through marketing and sectoral initiatives - Pathways to employment established in 2-3 sectors enabling JCP clients to access LSC WfD - More IA services signed up as Intermediaries for JCP referrals 	£Staff £50k LID

Adults – Raising the level of skills			
Key Actions in response to LSC priorities	Summary of local activity	Key outcomes / measures of success	Resources
B.7 ACL funding and planning implications [<i>additional regional priority</i>]	<ul style="list-style-type: none"> - Identify and secure the appropriate volume of Personal Development learning to be subject to the 'safeguard' principle from 2006-2007 and the targets for growth in First Steps over the next three years. 	<ul style="list-style-type: none"> - Agree consistent target by each LSC in London Region. Plan for contracting % increase in first steps learning and redistribution for personal development learning completed by December 2005 	£Staff
	<ul style="list-style-type: none"> - Establish the basis for redistribution of volume of 'safeguard' funding for personal and community development learning within the London region and between boroughs over a three-year period in line with outcomes of the reform consultation. 	<ul style="list-style-type: none"> - Agree principles for redistribution process based on indicative regional 'safeguard' allocation for 06/07 and timeframe for change. 	£Staff
B.8. Offender Learning [<i>additional regional priority</i>]	<ul style="list-style-type: none"> - Support LSC London Central, which is leading the regional strategy towards the new integrated service for the education of offenders. 	<ul style="list-style-type: none"> - Contribution made to approx 6,000 starts and an achievement rate above the present 25%. 	
B.9. Learners with Learning Difficulties and or Disabilities [<i>additional regional priority</i>]	<ul style="list-style-type: none"> - The London LSCs will review the demand for specialist placements for Learners with Learning Difficulties and Disabilities and the availability of provision. Where appropriate, we will seek to increase capacity within the region. 	<ul style="list-style-type: none"> - Provision for London Learners with Learning Difficulties and Disabilities reviewed. - Pilot schemes established to respond to the findings of the review. 	

Improving the quality and responsiveness of provision – taking forward the agenda for change			
Key Actions in response to LSC priorities	Summary of local activity	Key outcomes / measures of success	Resources
C.1 Align LSC plans and funding with those of other regional partners in support of Regional Economic Strategies [5a]	<ul style="list-style-type: none"> - In conjunction with other London LSCs, we will build on the excellent partnership work undertaken through the London Skills Commission and will continue to work through the new Regional Skills Partnership with key partners and stakeholders in London, e.g. London Development Agency, local authorities and Jobcentre Plus. We will play a leading role in the development and delivery of the FRESA objectives and flagship projects. 	<ul style="list-style-type: none"> - Identifiable contributions to FRESA targets 	£Staff
	<ul style="list-style-type: none"> - Deliver at least 105 projects under the European Social Fund Objective 3 co-financing programme in line with the priorities from FRESA and Government Office for London. 	<ul style="list-style-type: none"> - Initial projections suggest that there will be 74,000 Pan- London ESF beneficiaries including: <ul style="list-style-type: none"> - 1,000 level 2 outcomes - 18,000 13-17 year old learners - 22,500 Unemployed learners- 	£10m ESF
	<ul style="list-style-type: none"> - Work with Kent and Essex LSCs to develop Skills for Communities Action Plan for the Thames Gateway. 	<ul style="list-style-type: none"> - Action Plan produced and implemented 	£Staff
C.2 Ensure that colleges and the further education sector improve responsiveness to employers and become more demand led. [3a]	<ul style="list-style-type: none"> - Ensure that 3 Year Development Plans include targets for employer engagement that show evidence of improved contact and that the capacity of Business Development Unit (BDU) networks is sufficient to respond to the skills needs of local employers and the Thames Gateway regeneration. 	<ul style="list-style-type: none"> - More focused and consistent measures of employer engagement agreed. - Training Needs Analyses conducted with BDUs to determine skills needed to sell effectively to employers - ETP targets reflected in the plan 	£Staff
	<ul style="list-style-type: none"> - Enhance the role of CoVEs in delivering Level 3 provision), responsive to employers' needs 	<ul style="list-style-type: none"> - Local review of CoVEs undertaken 	£Staff
C.3 Tackle the problem of gender stereotyping in Apprenticeships. [1i]	<ul style="list-style-type: none"> - Identify providers where significant stereotyping exists and set appropriate targets for improving balance. 	<ul style="list-style-type: none"> - Equality and Diversity Impact Measures (EDIMs) set as part of 3 Year Development Plans 	£Staff

Improving the quality and responsiveness of provision – taking forward the agenda for change			
Key Actions in response to LSC priorities	Summary of local activity	Key outcomes / measures of success	Resources
	<ul style="list-style-type: none"> - Work with CITB as part of Construction Flagship Initiative (CFI) action plan to address gender imbalance 	<ul style="list-style-type: none"> - Projects identified that will increase the number of female apprenticeship starts in construction 	£Staff
C.4 Streamline the ways in which employers secure suitable skills training and provide local employers with an integrated offer of business and skills support. [1b]	<ul style="list-style-type: none"> - Use skills brokerage to deliver support to Small and Medium-sized Enterprises (SMEs) and large employers in the public and voluntary sectors. 	<ul style="list-style-type: none"> - (SMEs) 705 Training Plans, 228 commitments, 88 recognitions, 92 Skills for Life, 92 Apprenticeships, 127 NVQs at Level2/3, 127 managers at Level2/3 - (Large employers) 175 Training Plans, 115 commitments, 75 recognitions, 40 Skills for Life, 12 Apprenticeships, 58 NVQs at Level2/3, 30 managers at Level2/3 	£729k WfD £404k WfD
	<ul style="list-style-type: none"> - Management and Leadership offer of innovative support to medium sized SMEs. 	<ul style="list-style-type: none"> - 508 Diagnostic Assessments, 428 MD personal action plans, 443 starts and 45 reviews 	£ inc above
	<ul style="list-style-type: none"> - ETP Employer Offer for L2 and essential skills delivered in London East; review integration into mainstream provision and preparation for NETP. 	<ul style="list-style-type: none"> - 1200 employers engaged, 8000 L2 Starts and Basic Skills Starts. - 60% Basic Skills and Level 2 Completion 	£Staff
	<ul style="list-style-type: none"> - Enhance the information available to employers on a range of training provision, including short courses. 	<ul style="list-style-type: none"> - Phase 2 of the Employers' Guide to Training Providers developed - 	£10k WfD
	<ul style="list-style-type: none"> - Incorporate best practice from the Employer Training Pilot, "Profit from Learning", in preparation for the National Employer Training Programme 	<ul style="list-style-type: none"> - Roll-out of National Employer Training Programme influenced through regional steering group 	£Staff
C.5 Provide an improved impartial information and advice service. [1f]	<ul style="list-style-type: none"> - Establish a Strategic Board for information and advice services to deliver the LSC's strategy and promote standards of impartiality and rigour. 	<ul style="list-style-type: none"> - Contract in place with London East Advice Partnership - Roll-out Nextstep brand - Adults without Level 2 qualification targeted - Ensure that LSC funded provision meets the MATRIX standard 	£Staff

Improving the quality and responsiveness of provision – taking forward the agenda for change			
Key Actions in response to LSC priorities	Summary of local activity	Key outcomes / measures of success	Resources
C.6 Produce a capital investment strategy that builds on Centres of Vocational Excellence and supports priority sectors. [1c]	<ul style="list-style-type: none"> - Agree a capital strategy for London based on the national strategy for capital approvals and the development of a CoVE network and published regional priorities 	<ul style="list-style-type: none"> - Strategy in place and informing decisions on capital project proposals from September 2005. CoVE approvals and therefore capital investment based on a strategy agreed by local LSCs regionally and signed off by the LSC CoVE Policy and Selection Panel 	
C.7 Improve the quality, equality and success rates of provision. [3a]	<ul style="list-style-type: none"> - Establish a regional Quality Improvement Strategy with key partners. 	<ul style="list-style-type: none"> - Shared vision of success for London – common alignment of priorities and resources. 	Pan-London Raising Standards Group (LSC, LSDA, Standards Unit, ALI, OfSTED)
	<ul style="list-style-type: none"> - Review local targets and establish regional targets for success rates and co-ordinate the activities of the London LSC Quality Improvement teams, through an agreed action plan, to enable delivery; 	<ul style="list-style-type: none"> - FE Success rate target raised for FE from 70% to 72%. - Negotiations continue to achieve a WBL target of 49%. 	LLSC Quality teams
	<ul style="list-style-type: none"> - Lead regional strategies to accelerate quality improvement in the leadership and management of the sector. 	<ul style="list-style-type: none"> - Inspection outcomes improved - Success rates improved 	£ LIDF Pan-London projects
	<ul style="list-style-type: none"> - Tackle key failing providers, especially where the weakness is in Leadership and Management, by providing intensive support. 	<ul style="list-style-type: none"> - Financial support made available for post-inspection Action Plans - Additional governors appointed to governing bodies - LSC observer status actioned - Effective action taken to follow-up findings of monitoring visits - Internal steering group chaired by ED. 	

Improving the quality and responsiveness of provision – taking forward the agenda for change			
Key Actions in response to LSC priorities	Summary of local activity	Key outcomes / measures of success	Resources
	<ul style="list-style-type: none"> - Support quality improvement and spread good practice through the new WBL partnerships and the college networks 	<ul style="list-style-type: none"> - Qs/s contract used to focus on Leadership and Management and Quality Assurance - “Beacon” colleges disseminate good practice using LID funding - Regional agreement reached with LSDA for support 	<p>£</p> <p>£90k LID</p>
	<ul style="list-style-type: none"> - Work collaboratively with key partners to develop a coherent package of provider support and integrate the work of each partner organisation fore-shadowing the establishment of the new quality improvement body in London 	<ul style="list-style-type: none"> - London Prospectus of Provider Support and Development Opportunities 	Pan-London Raising Standards Group
	<ul style="list-style-type: none"> - Improve teaching and learning through Subject Learning Champions. 	<ul style="list-style-type: none"> - Agreements with DfES Standards Unit in place 	£Staff
	<ul style="list-style-type: none"> - Assist providers to become effective self-regulating organisations. 	<ul style="list-style-type: none"> - Self assessment reports validated by the inspectorates - Key risks to delivery of 3-Year Development Plans identified 	£Staff
	<ul style="list-style-type: none"> - Ensure equality standards are met, particularly in respect of Black and Minority Ethnic participation in WBL and males in FE, with additional support provided. 	<ul style="list-style-type: none"> - EDIMs set, monitored and evaluated for FE and newly formed WBL partnerships. - Support the Race Equality Standard pilot project in local FE Colleges. 	£Staff
	<ul style="list-style-type: none"> - Strengthen role of LSC as a strategic purchaser of quality provision by analysing success rates in depth by Area of Learning and benchmarking trends against regional and national performance. 	<ul style="list-style-type: none"> - Areas reinspected at or below Grade 4 replaced through Annual Review process. 	£Staff
C.8 Additional regional priority	<ul style="list-style-type: none"> - Ensure that the agreed outcomes of the Strategic Area Review process are actioned. 	<ul style="list-style-type: none"> - StAR outcomes published and pursued through agreed local strategies for 14-19, Adults and Skills and Voluntary and Community 	£Staff

Internal Resources

London East Council

The Council for London East comprises skilled and knowledgeable members of the local community. Through the decision-making processes of the Council, they exercise collective, strategic leadership of the organisation and hold the Executive to account for performance.

They act as ambassadors for the LSC in the local community and add value to our work through their individual involvement. They have made a major contribution to our Strategic Area Review proposals and been instrumental in developing and endorsing our Local Priorities and Annual Plan.

A full list of the Council's members can be found on our website at www.lsc.gov.uk/londoneast/Corporate/AboutLondonEastLSC/People/LocalCouncilMembers/default.htm

Staff Resources

LSC London East has a core complement of 100, plus staff funded through the European Social Fund and Employer Training Pilot.

The Thames Gateway LSCs (London East, Essex and Kent and Medway) have recognised the need for an integrated approach to maximising their contribution to the regeneration of the area and have created a small team based at London East to provide a strategic lead. This team reports to monthly meetings of the three Executive Directors and a Regional Director.

In order to ensure we are able to more effectively meet the needs of employers, an additional directorate, Employer Engagement and Skills, is being developed and will be place from August 2005. The expertise of many of our staff is reflected in the fact that they are part of regional and national groups in their areas of expertise. Each member of staff has clear objectives, linked through team plans, to this plan. Opportunities for training and development are provided to ensure that staff are equipped to do their job and reflect the four LSC core values of Trust, Expertise, Ambition and Urgency. We are seeking to increase our understanding of providers through work-shadowing and training in data analysis.

Partnership Working

Critical to the success of this plan is the ability to work effectively with our providers, partners and stakeholders. We will only achieve our plan if we can collaborate with others, add value to partnerships through demonstrating our core values and negotiate outcomes that contribute to our mission. Relationship management is a key skill for all our staff.

Risk Management

Risk is managed across the organisation through integral monitoring of the plan. It is regularly reviewed by the Executive Team and reported to the Council's Audit Committee.

Regional Working

London has a well-established network to deliver regional priorities that require collaborative working. Under the London Region Board comprising the Regional Director, Chairs and Executive Directors from each LLSC, sit a small number of strategic groups chaired by Executive Directors. These address Performance, Planning, 14-19, Skills, Equality and Diversity and Basic Skills. To these will be added Sustainable Communities and Regeneration and Higher Education. They are tasked with organising regional actions that fall outside the remit of any one local plan. In some cases this will require short life working groups drawn from local LSC staff, in others it will require individuals or small groups working with partners.

Where regional priorities require collaborative action, it has been assigned to the local plan of the lead Executive Director under regional priorities in the relevant section of the plan.

Health and Safety

The health and safety of learners is a fundamental value for the Learning and Skills Council. We believe that learners are entitled to learning that takes place in a safe, healthy and supportive environment. Our policy is to adopt a "best practice" role with regard to the promotion of learner health and safety, by applying the following four core principles:

- to expect that colleges and other providers funded by the Council will fully meet their legal obligations and "duty of care" to learners;
- to seek assurance that colleges and other providers have suitable and sufficient arrangements for learner health and safety;
- to take appropriate action where expected standards are not met or maintained;
- to promote the raising of standards for learner health and safety through support, and challenge, as appropriate.

Learners with learning difficulties and/or disabilities

Under the Learning and Skills Act 2000, the Council has a specific responsibility to consider the needs of young people and adults with learning difficulties and/or disabilities. There are robust arrangements in place to ensure that this group of learners have access to suitable provision that meets their needs and where appropriate the additional support required.

Equality and Diversity

The Council will ensure that planned activities take account of the its duty to promote equality of opportunity in relation to race, gender and disability and our responsibilities under other equality legislation including the Race Relations Act, the Disability Discrimination Act and European regulations relating to sexual orientation, religion or faith and age (due to come into effect in 2006). Our actions and activities which are covered in this plan will be underpinned by and reflect the Council's Race Equality Scheme.

Local LSC Annual Planning Summary 2005/2006

LSC Name	London East	Region	Greater London
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Summary of 16-18 Participation

2003/04					2004/05						2005/06					
Further Education	Workbased learning*	Entry to Employment (starts)	6th Forms (all ages)	Other	Further Education	Workbased learning	Entry to Employment (starts)	6th Forms (all ages)	ESF only funded participation*	Other (including ACL)	Further Education	Workbased learning	Entry to Employment (starts)	6th Forms (all ages)	ESF only funded participation*	Other (including ACL)*
26,593	3,526	1,827	14,728	0	27562	2787	1729	16608	2450	0	28,415	4058	1712	18103	2075	

Summary of Adult Participation

2003/04				2004/05						2005/06					
Further Education	Workbased learning*	Non Accredited Learning (ACL)	Other	Further Education	Workbased learning	Non Accredited Learning (ACL)	ESF only funded participation*	ETP	Other	Further Education	Workbased learning	Non Accredited Learning (ACL)	ESF only funded participation*	ETP	Other
187,749	1,215	43534	4652	186,832	1,084	50572	18175	4500		182,836	1,584	54312	6300	5820	

* NB only use these cells if discrete separately funded activity exists which is not already included in other categories.

Summary of Planned Contribution to National PSA Targets (volumes)

	2003/04		2004/05				2005/06				Planned achievements 2004/05 to 2006/07
	Further Education	Workbased learning*	Further Education	Workbased learning	ETP	Other (including ESF)	Further Education	Workbased learning	ETP	Other (including ESF)	
Full Level 2 Participation (Adults)	9,666	610.29	9,116	684.04	2229	2430	9,235	674.68	2464	2400	
Full Level 3 Participation (Adults)	5,214	573	4,482	367.64	0	680	4,496	492.44	0	450	
Skills for Life Qualifications (contributing to PSA	22077	1516	20,055	1494	1040	348	21,532	1729	1267	525	44522

Success Rates (all ages)

Further Education	Short		Long		Overall		
	Starts	%	Starts	%	Starts	%	
2003/04	119984	74%	93322	60%	213306	68%	Does not include WEA or LB Lewisham due to data quality issues
2004/05	117321	76%	91382	62%	208703	70%	
2005/06	103000	77%	96232	68%	199232	72%	

Workbased learning

	Framework (National Performance Indicator)			Framework or NVQ - Success Rate and Floor Target			Entry to Employment	
	Total Leavers	Completers	%	Total Leavers	Completers	%	Total Leavers	% positive destinations
2003/04	2176	905	42%	3033	1259	42%	1726	29%
2004/05	2102	652	31%	2472	1088	44%	1608	46%
2005/06	2188	853	39%	2242	1099	49%	1501	51%

Budgets and Funding

	Learning Participation				Development Funding	Capital	Administration	Other Programme Budgets
	Further Education	Workbased Learning	Entry to Employment	School 6th Forms				
2005/06 Academic Year	£239,105,000	£13,600,000	£7,900,000	£96,000,000	£9,585,000	£8,608,000	£4,037,000	£48,000,000
2005-06 Financial Year	£236,112,000	£13,100,000	£7,900,000	£93,000,000	£8,799,000	£8,108,000	£4,212,000	£47,266,000

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